



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008

Code: 10281201

SAU: Calais School Department

School: Calais Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 3

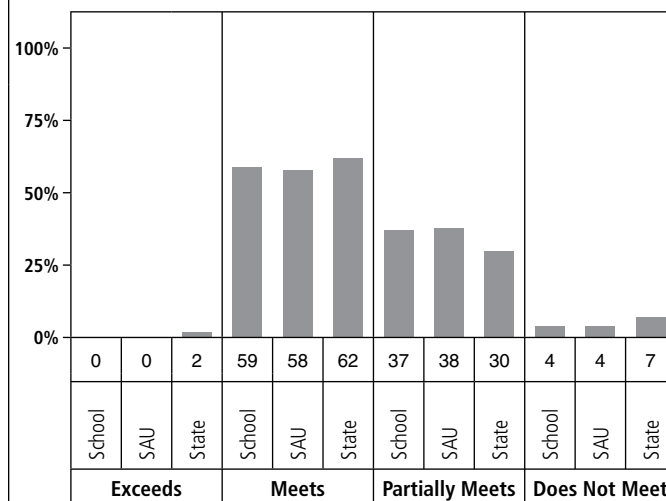
SAU: Calais School Department

School: Calais Elementary School

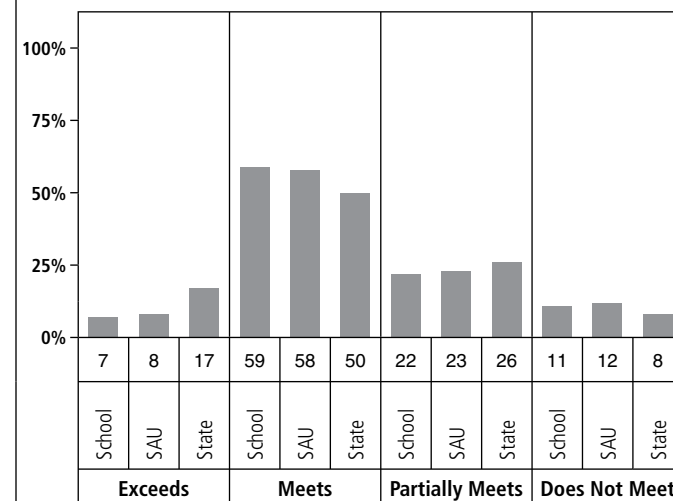
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	343	343	345
2006–2007	345	345	345
2007–2008	343	343	344
Cum. Avg. *	344	344	345
Mathematics			
2005–2006	340	340	344
2006–2007	342	342	347
2007–2008	343	343	347
Cum. Avg. *	341	341	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 3
 SAU: Calais School Department
 School: Calais Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	27	100	26	100	13803	100	27	100	26	100	13714	99	27	100	26	100	13710	99						
Ethnicity African American/Black	1	4	1	4	399	3	1	100	1	100	391	98	1	100	1	100	392	98						
American Indian or Native Alaskan	1	4	1	4	116	1	1	100	1	100	114	99	1	100	1	100	114	99						
Asian or Pacific Islander	0	0	0	0	210	2	0	0	0	0	205	98	0	0	0	0	206	98						
Hispanic	0	0	0	0	162	1	0	0	0	0	158	98	0	0	0	0	159	98						
Caucasian/White	25	93	24	92	12916	94	25	100	24	100	12846	100	25	100	24	100	12839	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	5	19	5	19	2358	17	5	100	5	100	2333	99	5	100	5	100	2329	99						
Current LEP	0	0	0	0	371	3	0	0	0	0	357	96	0	0	0	0	361	98						
Economically disadvantaged	15	56	14	54	5584	40	15	100	14	100	5535	99	15	100	14	100	5530	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	25	93	24	92	10650	77	25	93	24	92	10678	77						
Identified disability (PET/IEP)	3	12	3	13	475	4	3	12	3	13	479	4						
LEP	0	0	0	0	151	1	0	0	0	0	149	1						
504 plan	0	0	0	0	83	1	0	0	0	0	85	1						
Participation with accommodations	2	7	2	8	2936	21	2	7	2	8	2911	21						
Identified disability (PET/IEP)	2	100	2	100	1735	59	2	100	2	100	1729	59						
LEP	0	0	0	0	197	7	0	0	0	0	208	7						
504 plan	0	0	0	0	49	2	0	0	0	0	47	2						
Other	0	0	0	0	986	34	0	0	0	0	958	33						
Participation through alternate assessment (PAAP)	0	0	0	0	123	1	0	0	0	0	121	1						
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100						
LEP	0	0	0	0	4	3	0	0	0	0	4	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	80	1	0	0	0	0	81	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008

Grade: 3

SAU: Calais School Department

School: Calais Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	0	0	0	0	352	3
	2006-2007	0	0	0	0	332	2
	2007-2008	0	0	0	0	227	2
	Cum. Total*	0	0	0	0	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	23	58	22	56	8641	62
	2006-2007	17	74	17	74	8691	63
	2007-2008	16	59	15	58	8403	62
	Cum. Total*	56	62	54	61	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	14	35	14	36	3671	27
	2006-2007	6	26	6	26	3781	27
	2007-2008	10	37	10	38	4018	30
	Cum. Total*	30	33	30	34	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	3	8	3	8	1163	8
	2006-2007	0	0	0	0	1021	7
	2007-2008	1	4	1	4	938	7
	Cum. Total*	4	4	4	5	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	26.6	57.8	26.3	57.2	27.6	60.0
Literary Text	23	50	13.0	56.5	12.8	55.7	14.1	61.3
Informational Text	23	50	13.6	59.1	13.5	58.7	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA–READING RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 3

SAU: Calais School Department

School: Calais Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	27	0	0	16	59	10	37	1	4	343	26	0	58	38	4	343	13586	2	62	30	7	344
Ethnicity																						
African American/Black	1										1						384	1	42	39	18	339
American Indian or Native Alaskan	1										1						113	2	50	42	5	343
Asian or Pacific Islander	0										0						203	1	60	31	8	344
Hispanic	0										0						158	1	52	36	11	342
Caucasian/White	25	0	0	16	64	8	32	1	4	344	24	0	63	33	4	343	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	2	40	3	60	0	0	341	5	0	40	60	0	341	2210	0	32	48	20	338
No	22	0	0	14	64	7	32	1	5	344	21	0	62	33	5	343	11376	2	68	26	4	346
Current LEP																						
Yes	0										0						348	1	36	45	19	339
No	27	0	0	16	59	10	37	1	4	343	26	0	58	38	4	343	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	15	0	0	8	53	6	40	1	7	342	14	0	50	43	7	341	5450	1	49	39	11	341
No	12	0	0	8	67	4	33	0	0	345	12	0	67	33	0	345	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	27	0	0	16	59	10	37	1	4	343	26	0	58	38	4	343	13581	2	62	30	7	344
Gender																						
Female	11	0	0	6	55	5	45	0	0	343	10	0	50	50	0	342	6567	3	65	27	5	345
Male	16	0	0	10	63	5	31	1	6	344	16	0	63	31	6	344	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	8	0	0	0	0	7	88	1	13	337	8	0	0	88	13	337	2004	0	37	49	14	339
No	19	0	0	16	84	3	16	0	0	346	18	0	83	17	0	346	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										0						125	11	87	2	0	355
No	27	0	0	16	59	10	37	1	4	343	26	0	58	38	4	343	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 3

SAU: Calais School Department

School: Calais Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	11	0	0	2	67	1	33	0	0	341	12	0	67	33	0	341	6	0	43	39	18	340
B. less than one hour	74	0	0	11	55	9	45	0	0	344	73	0	53	47	0	343	79	2	65	28	5	345
C. one to two hours	11	0	0	2	67	0	0	1	33	341	12	0	67	0	33	341	12	2	60	31	7	344
D. more than two hours	4	0	0	1	100	0	0	0	0	344	4	0	100	0	0	344	3	0	32	44	24	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	19	0	0	3	60	2	40	0	0	344	15	0	50	50	0	342	29	3	62	28	7	345
B. They match some of what I have learned.	52	0	0	7	50	7	50	0	0	344	54	0	50	50	0	344	48	2	67	27	4	345
C. They match just a little of what I have learned.	30	0	0	6	75	1	13	1	13	342	31	0	75	13	13	342	15	1	56	34	9	343
D. There is no match.	0										0						8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	48	0	0	8	62	5	38	0	0	344	46	0	58	42	0	344	42	3	67	24	6	346
B. good	48	0	0	8	62	4	31	1	8	342	50	0	62	31	8	342	46	1	62	32	5	344
C. fair	4	0	0	0	0	1	100	0	0	338	4	0	0	100	0	338	10	0	48	42	10	341
D. poor	0										0						2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	11	0	0	2	67	1	33	0	0	345	12	0	67	33	0	345	22	1	48	38	12	341
B. about the same as my regular schoolwork	70	0	0	11	58	7	37	1	5	343	69	0	56	39	6	342	57	2	68	26	4	346
C. easier than my regular schoolwork	19	0	0	3	60	2	40	0	0	344	19	0	60	40	0	344	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	12	0	0	1	33	2	67	0	0	339	13	0	33	67	0	339	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	56	0	0	11	79	3	21	0	0	345	54	0	77	23	0	345	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	32	0	0	3	38	4	50	1	13	341	33	0	38	50	13	341	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	31	0	0	5	63	3	38	0	0	345	28	0	57	43	0	344	19	3	65	27	6	346
B. 20 minutes to an hour	27	0	0	5	71	2	29	0	0	344	28	0	71	29	0	344	47	2	68	25	5	346
C. less than 20 minutes	19	0	0	2	40	2	40	1	20	341	20	0	40	40	20	341	19	1	56	35	8	343
D. I rarely read at home.	23	0	0	3	50	3	50	0	0	342	24	0	50	50	0	342	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	31	0	0	4	50	4	50	0	0	341	32	0	50	50	0	341	28	1	56	33	9	343
B. six to ten pages	19	0	0	3	60	2	40	0	0	345	20	0	60	40	0	345	23	1	63	29	7	344
C. eleven or more pages	50	0	0	9	69	3	23	1	8	344	48	0	67	25	8	344	49	2	65	27	6	345
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	336	100	0	0	100	0	336						
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Test Date: March 2008

Grade: 3

SAU: Calais School Department

School: Calais Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	1	2	1	3	1295	9
	2006-2007	1	4	1	4	1985	14
	2007-2008	2	7	2	8	2277	17
	Cum. Total*	4	4	4	4	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	20	49	20	50	6852	49
	2006-2007	8	35	8	35	6990	51
	2007-2008	16	59	15	58	6764	50
	Cum. Total*	44	48	43	48	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	10	24	9	23	4081	29
	2006-2007	13	57	13	57	3673	27
	2007-2008	6	22	6	23	3504	26
	Cum. Total*	29	32	28	31	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	10	24	10	25	1638	12
	2006-2007	1	4	1	4	1193	9
	2007-2008	3	11	3	12	1044	8
	Cum. Total*	14	15	14	16	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.5	56.7	8.5	56.7	9.2	61.3
Cluster 2: Shape and Size	14	29	9.4	67.1	9.3	66.4	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	2.6	52.0	2.7	54.0	3.2	64.0
Cluster 4: Patterns	14	29	8.6	61.4	8.6	61.4	9.0	64.3

Cluster 1: Numbers and Operations

A. Numbers and Number Sense

B. Computation

I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size

E. Geometry

F. Measurement

Cluster 3: Mathematical Decision Making

C. Data Analysis and Statistics

D. Probability

Cluster 4: Patterns

G. Patterns, Relations, and Functions

H. Algebra Concepts

K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 3

SAU: Calais School Department

School: Calais Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	27	2	7	16	59	6	22	3	11	343	26	8	58	23	12	343	13589	17	50	26	8	347
Ethnicity																						
African American/Black	1										1						390	10	30	32	28	337
American Indian or Native Alaskan	1										1						113	7	45	38	10	342
Asian or Pacific Islander	0										0						204	18	48	25	9	347
Hispanic	0										0						159	6	50	31	13	342
Caucasian/White	25	2	8	15	60	5	20	3	12	343	24	8	58	21	13	343	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	3	60	1	20	1	20	341	5	0	60	20	20	341	2208	6	35	37	21	338
No	22	2	9	13	59	5	23	2	9	343	21	10	57	24	10	343	11381	19	53	24	5	349
Current LEP																						
Yes	0										0						357	8	29	37	26	336
No	27	2	7	16	59	6	22	3	11	343	26	8	58	23	12	343	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	15	1	7	7	47	4	27	3	20	339	14	7	43	29	21	339	5452	9	45	33	12	343
No	12	1	8	9	75	2	17	0	0	347	12	8	75	17	0	347	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	27	2	7	16	59	6	22	3	11	343	26	8	58	23	12	343	13584	17	50	26	8	347
Gender																						
Female	11	1	9	6	55	2	18	2	18	341	10	10	50	20	20	340	6565	15	49	27	8	347
Male	16	1	6	10	63	4	25	1	6	344	16	6	63	25	6	344	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	8	0	0	3	38	3	38	2	25	333	8	0	38	38	25	333	2004	5	39	41	15	339
No	19	2	11	13	68	3	16	1	5	347	18	11	67	17	6	347	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										0						125	70	30	0	0	366
No	27	2	7	16	59	6	22	3	11	343	26	8	58	23	12	343	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 3

SAU: Calais School Department

School: Calais Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	11	0	0	2	67	1	33	0	0	343	12	0	67	33	0	343	6	9	40	33	18	340
B. less than one hour	74	2	10	12	60	4	20	2	10	343	73	11	58	21	11	343	79	18	52	24	6	348
C. one to two hours	11	0	0	2	67	1	33	0	0	346	12	0	67	33	0	346	12	16	48	27	8	347
D. more than two hours	4	0	0	0	0	0	0	1	100	324	4	0	0	0	100	324	3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	26	1	14	4	57	1	14	1	14	344	27	14	57	14	14	344	37	22	50	22	6	350
B. They match some of what I have learned.	59	1	6	11	69	2	13	2	13	344	58	7	67	13	13	344	46	16	53	25	6	348
C. They match just a little of what I have learned.	15	0	0	1	25	3	75	0	0	337	15	0	25	75	0	337	12	9	44	36	11	342
D. There is no match.	0										0						5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	38	1	10	7	70	0	0	2	20	343	40	10	70	0	20	343	39	25	48	20	7	350
B. good	38	0	0	8	80	2	20	0	0	344	36	0	78	22	0	344	46	14	52	27	7	347
C. fair	23	1	17	0	0	4	67	1	17	336	24	17	0	67	17	336	12	8	49	35	9	343
D. poor	0										0						3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	11	0	0	1	33	1	33	1	33	337	12	0	33	33	33	337	17	7	41	35	17	340
B. about the same as my regular schoolwork	70	1	5	12	63	5	26	1	5	343	69	6	61	28	6	343	59	18	53	24	5	349
C. easier than my regular schoolwork	19	1	20	3	60	0	0	1	20	346	19	20	60	0	20	346	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	26	0	0	3	43	2	29	2	29	334	27	0	43	29	29	334	32	13	47	30	10	345
B. two or three days a week	30	1	13	5	63	2	25	0	0	348	27	14	57	29	0	348	30	20	52	23	5	349
C. two or three times each month	33	1	11	6	67	1	11	1	11	345	35	11	67	11	11	345	19	20	53	21	6	350
D. never or almost never	11	0	0	2	67	1	33	0	0	345	12	0	67	33	0	345	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	7	0	0	1	50	0	0	1	50	328	8	0	50	0	50	328	7	5	34	40	20	338
B. two or three days a week	19	1	20	2	40	2	40	0	0	345	19	20	40	40	0	345	18	15	50	27	8	346
C. two or three times each month	15	0	0	3	75	0	0	1	25	341	15	0	75	0	25	341	28	21	53	21	4	350
D. never or almost never	59	1	6	10	63	4	25	1	6	345	58	7	60	27	7	345	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	19	1	20	2	40	2	40	0	0	344	19	20	40	40	0	344	16	8	42	36	13	342
B. 30–45 minutes	52	1	7	9	64	3	21	1	7	344	50	8	62	23	8	344	30	14	53	26	7	347
C. 45–60 minutes	19	0	0	3	60	1	20	1	20	340	19	0	60	20	20	340	32	22	51	22	5	350
D. more than 60 minutes	11	0	0	2	67	0	0	1	33	340	12	0	67	0	33	340	22	20	49	23	7	349
Optional school/SAU question																						
A.	100	0	0	1	100	0	0	0	0	348	100	0	100	0	0	348						
B.	0										0											
C.	0										0											
D.	0										0											

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